Peak Prep Pleasant Valley

Board Meeting Agenda—Regular Board Meeting
Wednesday, Feb 1st, 2023
4:00pm

Teleconference Locations:

In accordance with Government Code Section 54953(e)(1)(B), if the Charter School Board of Directors determines, that meeting in person would present imminent risks to the health or safety of attendees and in pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing, the Charter school may hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body. Charter schools still need to comply with the timelines for posting agendas, including putting the agenda as a direct link on their website. The agenda must give notice of the means by which members of the public may observe and participate (e.g., conference call dial-in number, etc.). The agenda does not need to list the address from where each Board member will be calling in, agendas do not need to be posted at those locations, and the charter school does not need to make those locations accessible to the public or ensure that members of the public may address the body at those locations. A quorum of the Board does not need to participate from locations within the boundaries of the territory over which the charter school exercises jurisdiction. These changes only apply during the period in which state or local public health officials have imposed or recommended social distancing measures.

Virtual/Zoom meeting

Topic: Feb 2023 Board Meeting

Time: Feb 1, 2023 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

Meeting ID: 829 2318 3375
Passcode: PeakPrep

One tap mobile
+13052241968,,82923183375#,,,,*66826170# US
+13017158592,,82923183375#,,,,*66826170# US (Washington DC)

Dial by your location
    +1 305 224 1968 US
    +1 301 715 8592 US (Washington DC)
    +1 309 205 3325 US
    +1 312 626 6799 US (Chicago)
    +1 646 931 3860 US
    +1 929 205 6099 US (New York)
    +1 253 215 8782 US (Tacoma)
    +1 346 248 7799 US (Houston)
    +1 360 209 5623 US
    +1 386 347 5053 US
    +1 507 473 4847 US
    +1 564 217 2000 US
    +1 669 444 9171 US
    +1 669 900 6833 US (San Jose)
    +1 689 278 1000 US
    +1 719 359 4580 US
    +1 253 205 0468 US

Meeting ID: 829 2318 3375
Passcode: 66826170

Find your local number: https://us02web.zoom.us/u/kcsiUOZRgi

This legislative body conducts business under the meeting requirements of the
Ralph M. Brown Act.

MEETING AGENDA & RELATED MATERIALS
Agendas for regular board meetings as defined by the Brown Act will be posted physically within
the Charter School's jurisdiction, and on the legislative body's website 72 hours prior to the start
of the meeting. Agendas for special meetings as defined by the Brown Act will be posted
physically within the Charter School's jurisdiction, and on the legislative body's website 24 hours

prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public.

<div align="center">THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE</div>

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

<div align="center">REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY</div>

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

<div align="center">REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY</div>

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contact Superintendent, Dr. Shalen Bishop at Shalen.Bishop@peak-prep.org

<div align="center">FOR MORE INFORMATION</div>

For more information concerning this agenda or for materials relating to this meeting, please contact the Head of School's Office: Dr. Shalen Bishop at Shalen.Bishop@peak-prep.org.

I. PRELIMINARY MATTERS

A. Call to Order:

Meeting was called to order by Board Director at: _____

B. Roll Call

Board Member	Present	Absent
Patty Lerner		
Bob Rust		
Carol Bjordahl		
Alana Miller		

C. Preliminary Action Item

Board findings pursuant to Government Code Section 54953(e)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or

recommend measures to promote social distancing.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

D. Motion to adopt the agenda was moved by _____

Roll Call Vote:

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

II. PUBLIC COMMENT

The public may comment on any item that is on the agenda or any other item that is in the Board's jurisdiction. No presentation shall be more than two (2) minutes. Individuals desiring to address the Board are requested to email Dr. Bishop (Shalen.Bishop@peak-prep.org) prior to the start of the meeting. Board members are prohibited from responding to or commenting on matters raised by the public that are not on the agenda. (Gov. Code § 54954.2(a))

Public comments may be presented through our zoom link to the meeting: https://us02web.zoom.us/j/82923183375?pwd=QWNUZUhYMnYyUEVqU0QyNllld jd1Zz09

(Same as zoom link above, For Phone access see agenda information above)

III. Information, Discussion and Action items

A) *Approval of Consent Agenda.* *Agenda items presented in this section compose the Consent Agenda and are routine of nature. Unless an item is moved to the Action section at the request of a board member, they will be approved by the board as a group as the first action on the agenda. Each item approved shall be deemed to have been read in full and adopted as recommended.*

1. Approval of Financial Statement. *The Chief Business Official recommends that the Board of Directors approve the revenue and expenditures as listed on the Jan 1st 2023 through Jan 31st, 2023 Financial Statements.*

2. Approval of Board Report of Commercial Checks

The Chief Business Official recommends that the
Board of Directors approve the commercial payments as
listed on the Jan 1st 2023 through Jan 31st, 2023 Board Report of Checks.

3. Approval of Board Report of Purchase Orders
 The Chief Business Official recommends that the
Board of Directors approve the purchase orders as listed
on Jan 1st 2023 through Jan 31st, 2023 Board Reports.

4. Approve Minutes from 1/4/2023 Board Meetings.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

A) Executive Director Report (No Action, just reporting out different aspects of the school program)
   a. Highlights
   b. Programs/Academic Resources updates, if any.
Upcoming Compliance Dates

B) The Board shall review, discuss and approve the School Accountability Report Card. By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. This is a continuation of last months but with the additional information released by the California Department of Education

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

C) The Board shall review, discuss and approve the comprehensive School Safety Plan. Per state compliance, The Board annually reviews and approves the comprehensive school safety plan before March 1st

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent

Patty Lerner					
Bob Rust					
Carol Bjordahl					
Alana Miller					

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IV. Closed Session

PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Mid-year Review) (Gov. Code section 54957(b)(1).): Executive Director

V. Board Members Remarks and Announcements

VI. ADJOURNMENT

MOTION FOR ADJOURNMENT Motion to Adjourn

Roll Call Vote:

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner						
Bob Rust						
Carol Bjordahl						
Alana Miller						

Adjourned at

Peak Prep Pleasant Valley
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Peak Prep Pleasant Valley
Street	2150 Pickwick Dr, #304
City, State, Zip	Camarillo
Phone Number	8052220025
Principal	Sabrina Ciolino
Email Address	Sabrina.Ciolino@peak-prep.org
School Website	www.peak-prep.org
County-District-School (CDS) Code	56 72553 0139592

2022-23 District Contact Information

District Name	Peak Prep Pleasant Valley
Phone Number	805-222-0025
Superintendent	Dr. Shalen Bishop
Email Address	Shalen.Bishop@peak-prep.org
District Website Address	www.peak-prep.org

2022-23 School Overview

Peak Prep is a non-classroom based school that serves their students 100% virtually. As of Sept of 2022, we have an enrollment of around 300 which includes 46 Special Education students, 220 Free/Reduced Lunch students, 5.6% EL and 1.2% Foster Youth.

Peak Prep educates students from four counties including Ventura, Kern, Santa Barbara and Los Angeles Counties.

As a new school in 2019-2020, we enrolled many students that had severe credit deficiency and learning loss. Although we have done well working with students, getting them caught up and graduating, our grad rate is low. This is due to the new students with severe credit deficiencies and have been in the CA cohorts and are already counted as a drop out in the system. However, we have put many resources and supports to get students caught up and graduated. In just three years, you will see a decrease in dropout rates and a tremendous increase in graduation rate. Although it is not at the desired baseline, there was a huge growth. We are reaching and bringing opportunities to our students.

Mission:
The Mission of the Charter School is to create future leaders passionate about making a positive contribution to their local and global communities..

We accomplish this by:
1) Implementing an academically rigorous inquiry-based which will meet all state standards through a personalized learning approach.
2) Develop leadership skill in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility.
3) Cultivating international awareness
4) Developing skills leading to independence in continued learning.

Peak Prep uses an online curriculum that is aligned with standards. Exams, lessons, and assignments are already embedded in the program. Our teachers will provide live lessons to enhance the curriculum and instruction. Teachers will also evaluate the assignments for patterns of struggle and provide additional live lessons where needed.

2022-23 School Overview

The time value of pupil work is not only aligned by the online curriculum but also assessed by the credential teacher. Teachers will document the work sample. Since many of the assignments are already embedded into the platform with due dates, homeroom teachers will assess engagement through login times and live lesson attendance. The online platform (LMS) tracks students and informs the homeroom teacher who is behind, on pace, and ahead.

In addition, teachers provide live lessons that allow real-time checking for understanding. When a teacher sees within the live lesson (or during independent work), they will encourage students to come to office hours. Content teachers and Homeroom teachers provide office hours that give additional support. In addition, homeroom teachers communicate with families weekly to see if there is any additional support that may be needed for the student.

Lastly, we have our special education team that will also be working with their students with learning disabilities and a McKinney-Vento Liaison that supports and follows up with our homeless population.

We provide a variety of additional support to assist our pupils with unique needs.
EL Support:
1) Raz Kids (comprehensive reading resource) and Raz Kids EL
2) Translation in the curriculum with multiple language options
3) Provide multiple exposures to vocabulary. Research indicates that "front-loading" or pre-teaching vocabulary before a lesson helps make content more accessible to students.
4) Higher-order thinking skills such as analysis, evaluation, and application are embedded throughout each course.
5) Provide explicit instruction
6) CTE Pathways.
7) Explicit Instruction held by EL Specialist

Foster Care:
1) Social-Emotional Learning courses
2) Access to counselors
3) Access to full curriculum and technology
4) Continuity, they can continue to work with Peak, even if there is a change at home.
5) CTE Pathways

Homelessness
1) School Liaison
2) Social-Emotional Learning courses
3) Access to counselors
4) Access to a full curriculum, technology, and CTE Pathways

Gifted Students
1) Access to honors and AP
2) Dual Enrollment
3) CTE Pathways

Special Education
1) Embedded tools to provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize the content.
2) Enotes tool to help students synthesize information and record questions and observations in a digital notebook
3) Course customization tools for faculty to enable them to modify the curriculum to meet student's needs.
4) Guided Notes and printable worksheets to allow for a more active role and reduce cognitive load while working through lessons.
5) Direct Instruction
6) CTE Pathways.

Although these are some examples of supports that were implemented for our students with unique needs, all students can benefit from them and have access, if needed.

We track and measure through various means. For example: SELPA online tool, SIRAS, progress reports, counselors, online curriculum, online pacing guides, IEP meetings, homeroom teacher support, family login and support, student's support team, collaboration time (team meetings), PLC meetings, LMS reports, and data analysis reporting.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	17
Grade 1	13
Grade 2	18
Grade 3	17
Grade 4	21
Grade 5	16
Grade 6	18
Grade 7	24
Grade 8	27
Grade 9	32
Grade 10	29
Grade 11	49
Grade 12	42
Total Enrollment	323

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9
Male	47.1
American Indian or Alaska Native	3.1
Asian	1.9
Black or African American	23.8
Filipino	1.5
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.0
White	35.9
English Learners	5.6
Foster Youth	1.2
Homeless	4.3
Migrant	0.0
Socioeconomically Disadvantaged	63.8
Students with Disabilities	10.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.30	71.75	261.20	86.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.20	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.90	19.60	14.60	4.84	12115.80	4.41
Unknown	1.70	8.55	21.90	7.26	18854.30	6.86
Total Teaching Positions	20.00	100.00	302.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.90	
Total Out-of-Field Teachers	3.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	12/20/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Accelerate (K-5), Edgenuity/Imagine Learning (6-12), IXL (K-5), Stride (TK-12), Bright Thinker (TK-5), Studies Weekly (TK-5), Learning Without Tears (TK/K), Grade Level Novels (TK-5), Scholastics (2nd)	Yes	0
Mathematics	Accelerate (K-5), Edgenuity/Imagine Learning (6-12), Stride (TK-12), Generation Genius/IXL (K-5), Bright Thinker (TK-5), IXL (TK-8)	Yes	0
Science	Accelerate (K-5), Edgenuity/Imagine Learning (6-12), Stride (TK-12), Generation Genius/IXL (K-5), Bright Thinker (TK-5), Mystery Science (TK-5)	Yes	0
History-Social Science	Accelerate (K-5), Edgenuity/Imagine Learning (6-12), Stride (TK-12), Studies Weekly/Generation Genius (K-5), Bright Thinker (TK-5), Studies Weekly (TK-5)	Yes	0
Foreign Language	Edgenuity/Imagine Learning(6-12), Stride (TK-12), Bright Thinker (TK-5)	Yes	0
Health	Edgenuity/Imagine Learning (6-12), Stride (6th-12th)	Yes	0
Visual and Performing Arts	Accelerate (K-5), Edgenuity/Imagine Learning (6-12), Stride (TK-12), Bright Thinker (TK-5)	Yes	0
Science Laboratory Equipment (grades 9-12)	Edgenuity/Imagine Learning (6-12) and Stride (TK-12)	Yes	0

School Facility Conditions and Planned Improvements

N/A--We are a nonclassroom based school and are 100% virtual

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes	**State Priority: Pupil Achievement**
	The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	57	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	42	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	183	178	97.27	2.73	32.58
Female	96	93	96.88	3.12	36.56
Male	87	85	97.70	2.30	28.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	43	42	97.67	2.33	19.05
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100.00	0.00	27.12
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	14	100.00	0.00	14.29
White	59	55	93.22	6.78	49.09
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	114	110	96.49	3.51	27.27
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	24	96.00	4.00	8.33

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	177	97.25	2.75	15.25
Female	95	92	96.84	3.16	13.04
Male	87	85	97.70	2.30	17.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	43	42	97.67	2.33	4.76
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100.00	0.00	11.86
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	13	100.00	0.00	23.08
White	59	55	93.22	6.78	23.64
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	114	110	96.49	3.51	7.27
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	24	96.00	4.00	8.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	22.94	14.29	NT	41.56	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	126	91.97	8.03	14.29
Female	78	73	93.59	6.41	10.96
Male	59	53	89.83	10.17	18.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	34	32	94.12	5.88	3.13
Filipino	--	--	--	--	--
Hispanic or Latino	33	32	96.97	3.03	15.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	43	87.76	12.24	20.93
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	74	92.5	7.5	10.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	0

2021-22 Career Technical Education Programs

Peak offers CTE courses through our online platform. We have multiple CTE courses available to our students but due to our size and teacher CTE credentials, we offer a couple of pathways: Business Management Pathway: Business Information and I.T. Pathway: Network Systems.

Sequences:
A. Business Information

Concentrator Courses
Introduction to Business and Finance 1A
Introduction to Business and Finance 1B

Completer Course
Small Business Entrepreneurship A
Small Business Entrepreneurship B

B. Network Systems

Concentrator Courses
Fundamentals of Computer Systems
Introduction of Information Technology Supports and Services

Completer Course
Business Computer Information Systems A
Business Computer Information Systems B

Our industries include Business and I.T.. The CTE Team includes: guidance counselors, CTE Credential teacher, Principal and Executive Director. We utilize courses/pathways offered through our online curriculum offerings.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	70
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	25.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

For the 2022-2023 school year.

Peak Prep engaged it's educational partners through annual surveys, emails, meetings, and phone calls.
Peak does not have a bargaining unit. We have a continued open door for parent feedback that includes Board Meetings, Parent Advisory Committee, and through our weekly homeroom teacher communication.

For the LCAP:

Educational Partner Engagement included:
1) Staff Meeting and offered feedback. March 11th, 2022 and May 4th, 2022
2) Parent Advisory Committee/School Site Committee presentation and offered feedback. There were no emails or questions that required
Director written feedback.
3) Called Foster Youth and EL families and asked for feedback.
4) Attended all winter & spring IEP meetings to gain feedback.
5) Annual Survey to families
6) Multiple Ventura County and SELPA meetings that included LCAP focuses on Foster Youth, English Learners, and SELPA consultation &
strengthening services for students with disabilities.
7) Public Hearing--May 3rd, 2022
8) PAC/SSC Meeting: March 11th, 2022 & May 17th, 2022
9) Board Adoption--June 27th, 2022

Peak Prep held an Annual Family Engagement Meeting and met with the Parent Advisory Committee and held a public hearing. All meetings

2022-23 Opportunities for Parental Involvement

for feedback were held virtually via Zoom. Peak prep continues to offer office hours for phone calls, receipt of emails, and options to
complete surveys.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		82.6	31.7		82.6	31.7		8.9	7.8
Graduation Rate		17.4	63.4		17.4	63.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	41	26	63.4
Female	20	14	70.0
Male	21	12	57.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	22	16	72.7
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	34	20	58.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	451	413	56	13.6
Female	238	223	32	14.3
Male	213	190	24	12.6
American Indian or Alaska Native	10	10	1	10.0
Asian	6	6	1	16.7
Black or African American	101	90	18	20.0
Filipino	5	5	0	0.0
Hispanic or Latino	138	124	15	12.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	22	6	27.3
White	141	132	13	9.8
English Learners	27	26	2	7.7
Foster Youth	6	4	1	25.0
Homeless	19	16	3	18.8
Socioeconomically Disadvantaged	297	271	39	14.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	53	10	18.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.15	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.14	2.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Peak has a School Safety Plan. By March 1st, the plan is reviewed by legal and board-approved annually. Along with the LCAP, LCP, Written Operation and Reopening plans, the School Safety Plan is posted on the website: www.peak-prep.org.

The School Safety Plan includes:
1) Child Abuse Reporting Procedures
2) Disaster Response Procedures
3) Suspension and Expulsion Policies
4) Procedures for Notifying Teachers of Dangerous Pupils
5) Discrimination and Harassment Policy
6) Safe and Orderly Environment
7) Specific Emergency Actions

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	12		
1	6	12		
2	6	6		
3	5	12		
4	3	14		
5	5	13		
6	5	6		
Other	7	9		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5		
3	22		5	
4	19	5		
5	13	5		
6	11	9		
Other	17	14	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	12		
1	13	6		
2	17	6		
3	17	6		
4	21		6	
5	16	6		
6	8	12		
Other	2	6		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	16	1	
Mathematics	6	12	1	
Science	13	10	1	1
Social Science	11	9	2	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	46	1		5
Mathematics	28	3		4
Science	27	3	1	3
Social Science	30	4	2	4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	2	3
Mathematics	21	5	1	3
Science	29	2	2	2
Social Science	21	5	4	2

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	107.67

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,232	1,258	8,975	53,999
District	N/A	N/A	8,975	$77,892
Percent Difference - School Site and District	N/A	N/A	0.0	-36.2
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	30.6	-47.1

2021-22 Types of Services Funded

The majority of funds are used for staff salaries, curriculum, technology, professional development and supplement resources. In addition, funds are also used for learning loss: intervention, supplemental resources, tutoring, addition ELD support and credit recovery support.

In the 2020-2021 school year, Peak spend over 90% of their public funds on instructional services.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,649	$52,641
Mid-Range Teacher Salary	$80,132	$83,981
Highest Teacher Salary	$101,899	$107,522
Average Principal Salary (Elementary)	$120,152	$136,247
Average Principal Salary (Middle)	$125,638	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$210,000	$242,166
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	2.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

As a non-classroom based school we have flexibility in our professional development assignments. In addition to our all staff day PDs, we assign various professional development via Vector Solutions to our staff that include compliance requirements and other applicable professional development (cybersecurity, cyberbullying, equity and inclusion, etc.). Lastly, we have conference opportunities and individual requested assignments/trainings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	10

Charter School Safety Plan

2023 – 2024

Peak Prep Pleasant Valley Charter School

www.Peak-Prep.org

Plan approved by Peak Prep Pleasant Valley Charter School's Board of Directors:2/1/2023

Contents

Mission

The mission of the Charter School is to create future leaders passionate about making a positive contribution to their local and global communities in the science and mathematics fields.

Vision

This will be accomplished by:

- Implementing an academically rigorous curriculum which will meet state standards and through a personalized learning approach

- Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility

- Cultivating international awareness

- Developing skills leading to independence in continued learning

I. Child Abuse Reporting Procedures

Peak Prep Pleasant Valley recognizes that child abuse has severe consequences and the charter school has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and human trafficking.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

PPPV will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Human Trafficking Prevention

In accordance with the California Healthy Youth Act, PPPV provides age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on the PPPV website.

Staff at PPPV receive periodic training to inform staff about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods.

II.   Disaster Response Procedures

Peak Prep Pleasant Valley will take all necessary measures to keep students, staff and visitors safe in the event of a disaster, as set forth in this Plan.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. *Overview – What is an Emergency?*

An emergency is a duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and resources of PPPV and require the combined efforts of state and local governments. Schools must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

Purpose of Emergency Plan

To effectively handle an emergency, emergency response procedures must be established, and an Emergency Response Team must be organized before an emergency occurs. This section of the Charter School Safety Plan is organized, and all staff members are trained, in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.

The Incident Command System (ICS) will be used to manage all emergencies that occur within the school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All site personnel must complete training on the Charter School Safety Plan.

Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.

Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.

Specific disaster response procedures are provided in Section VII. As PPPV acquires physical facilities, this Charter School Safety Plan will be amended to include additional procedures for fire drills, drop procedure, and other matters specific to physical facilities.

Definitions

- *All Clear* communicates to students and staff that the emergency is over and normal school operations can resume.

- *Emergency Damage Assessment* is the inspection process used immediately following an emergency to determine if it is safe to resume occupancy of school facilities. This assessment should be performed following any event with the potential to cause damage to school facilities or equipment.
- *Lockdown* is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. Lockdown is used to prevent intruders from entering occupied areas of the buildings.
  - Lock the doors
  - Close and lock windows, and close blinds or cover windows
  - Turn off lights
  - Silence all electronic devices
  - Remain silent
  - Use strategies to silently communicate with first responders if possible
  - Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room)
  - Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
- *Shelter In Place* is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, window and vents; shutting down the building heating, ventilation and air conditioning systems to prevent exposure to the outside air and turning off pilot lights. Shelter In Place allow for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in buildings with exterior passageways must remain in the room while Shelter In Place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.
- *Take Cover* is implemented when it is necessary to move to and take refuge in the best shielded areas within the school building. It is appropriate for, but not limited to, severe windstorms and tornados.
  - Move students/staff into the school's permanent buildings, on the ground floor
  - Group students/staff together at the furthest point away from windows on the floor
  - Face the wall with backs to the windows, crouch down on knees and elbows, hands covering the back of heads/necks
  - If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal

  An order to Take Cover should remain in place until the National Weather Service has lifted the warning.

- *Duck, Cover and Hold On* is the action taken during an earthquake to protect students/staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for use during an earthquake or explosion. Immediate Evacuation and an Emergency Damage Assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of Duck, Cover and Hold On.
- *Evacuation* is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

- *Off-Site Evacuation* is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, Off Site Evacuation may require the use of busing. Structured Reunification should be used following any Off-Site Evacuation.
- *Early Release* may be implemented when circumstances make keeping students at school inadvisable. The Executive Director or designee must authorize an Early Release. During an Early Release, students follow normal dismissal procedures.
- *Structured Reunification* is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. Structured Reunification requires:
  - Maintaining accurate information on the location of each child
  - Preventing unauthorized individuals from having access to or removing children
  - Verifying the identity of individuals coming to take custody of children
  - Verifying each individual has the legal right to take custody the child for which they have asked
  - Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

General Emergency Actions

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The site safety team will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

ALL CLEAR

All Clear is used to conclude other immediate actions taken upon an emergency to notify students/staff that normal school operations can resume.

All Clear signifies that the emergency is over. This is the final action used to conclude the following actions:

- Lockdown
- Shelter In Place
- Take Cover
- Duck, Cover and Hold On
- Evacuation

Site Leader or Site Safety Team Designee Actions:

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination
- Make the All Clear announcement using electronic means of communication
- If appropriate notify parents/guardians using electronic means of communication
- If appropriate send home with students a brief description of the emergency, how it was handled and what steps are being taken in its aftermath

Staff Actions:

- As soon as the All Clear announcement has been made, return to the room or to desks and chairs, unlock doors and windows and immediately begin discussions and activities in rooms to assist students in addressing fear, anxiety and other concerns

SHELTER IN PLACE

Shelter In Place is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, window and vents; shutting down the building heating, ventilation and air conditioning systems to prevent exposure to the outside air and turning off pilot lights. Shelter In Place allow for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in buildings with exterior passageways must remain in the room while Shelter In Place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

Site Leader or Site Safety Team Designee Actions:

- Make the announcement of Shelter In Place. Make arrangements for central HVAC shutdown, as necessary
- When clearance is received from appropriate agencies give the All Clear

Staff Actions:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the room until further instructions are received. Assist those needing special assistance.
- Secure individual rooms: a) close and lock doors and windows; b) shut down the room HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and wait for further instructions

DUCK, COVER AND HOLD ON

Duck, Cover and Hold On is the action taken during an earthquake to protect students/staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for the following:

- Earthquake

- Explosion

Site Leader or Site Safety Team Designee Actions:

- Make the announcement Duck, Cover and Hold On
- When quake is over communicate Evacuate
- Do not re-enter until declared safe

Staff Actions:

- Have students immediately get under a desk or table, away from windows and anything that could fall
- Instruct students to place head between knees, cover back of neck/head with hands and face away from windows
- Remain in place until shaking stops for at least 20 seconds, Evacuate
- Take attendance and wait for further instructions

EVACUATION

Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but not limited to, the following types of emergencies:

- Fire
- Explosion or threat of Explosion
- Bomb Threat
- Post-Earthquake
- Chemical Accident

Site Leader or Site Safety Team Designee Actions:

- Make the announcement Evacuate
- Implement Special Needs Evacuation Plan
- When clearance is received from appropriate agencies give the All Clear
- If appropriate send home with students a brief description of the emergency, how it was handled and what steps are being taken in its aftermath

Staff Actions:

- Instruct students to Evacuate in an orderly manner to the designated Assembly Area. If unsafe for the current emergency, designate and alternate Assembly Area
- Take the emergency backpack
- Take attendance and wait for further instructions

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous.

Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention   -OR-
- ❑ Indicate directions with gestures   -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible   -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person   -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators.
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.

Reunite person with the wheelchair as soon as it is safe to do so.

OFF-SITE EVACUATION

Off-Site Evacuation is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, Off Site Evacuation may require the use of busing. Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Explosion or Threat of Explosion
- Bomb Threat
- Post-Earthquake
- Chemical Accident

Site Leader or Site Safety Team Designee Actions:

- Make the announcement Off- Site Evacuation
- Determine the safest method for evacuating the campus

- Call 911. Provide school name and location of Off-Site Evacuation, reason for evacuation, number of students/staff being evacuated
- When clearance is received from appropriate agencies use electronic means of communication to give the All Clear
- If appropriate send home with students a brief description of the emergency, how it was handled and what steps are being taken in its aftermath

Staff Actions:

- Take attendance before leaving the resource center. Instruct students to Evacuate the building in an orderly manner
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site
- Take the emergency backpack
- Take attendance and wait for further instructions.

III.   Suspension and Expulsion Policies

PPPV complies with applicable state laws regarding suspension and expulsion. The PPPV Suspension and Expulsion policy is printed in the PPPV Parent-Student Handbook that is provided during the registration process and each year must be acknowledged before enrollment is complete.

IV.   Procedures for Notifying Teachers of Dangerous Pupils

PPPV notifies teachers of the reason(s) a student has been suspended consistent with Education Code section 49079. PPPV shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 of the Education Code that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. PPPV shall provide the information to the teacher based upon any records that PPPV maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. All information regarding suspension and expulsion is CONFIDENTIAL, and is not to be shared with any students(s) or parents(s).

V. Discrimination and Harassment Policy

Peak Prep Pleasant Valley is committed to equal opportunity for all individuals in education. PPPV is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination and retaliation. PPPV's discrimination and harassment policies are found in both the employee and student handbooks.

Any student who engages in harassment and or discrimination of anyone at school or at a school- sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

Any student who feels that he/she is being harassed should immediately contact the site leader, designee or director in order to obtain PPPV policy and uniform complaint procedures. Complaints of harassment and or discrimination can be filed in accordance with these procedures.

VI.   Safe and Orderly Environment

Peak Prep Pleasant Valley wants students to know they are valued and contribute to daily operation of the school as well as its success. Students are respected and their opinion and skill in solving problems is valued. Students should be able to approach their learning with confidence and with the assurance that this school is their home. PPPV welcomes the direct involvement of parents and community members. Copies of PPPV's suicide prevention and anti-bullying policies are available at the PPPV office. PPPV also maintains a Fingerprinting Policy, which is summarized in this Section.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Head of School.

VII.   Specific Emergency Actions

This section establishes the Actions for specific emergencies to be followed to minimize or nullify the effects of the emergencies listed below. The Actions are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

Accident at School

Active Shooter/Armed Assailant

Allergic Reaction

Biological Agent Release

Bomb Threat

Chemical Accident (offsite)

Chemical Accident (onsite)

Earthquake

Explosion

Fire (offsite)

Fire (onsite)

Flood

Gas Odor/Leak

Hazardous Materials

Hostage Situation

Intruder

Medical Emergency

Pandemic Influenza

Storm/Severe Weather

Suspicious Package

Threats/Assaults

EMERGENCY ACTION   ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

❑ Report accident to principal and school office.

❑ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.

❑ For relatively minor events, take students to school office or school nurse for assistance.

❑ Complete an Accident Report or Behavioral Incident Report to document what occurred.

SITE LEADER ADMINISTRATOR ACTIONS:

❑ Provide appropriate medical attention. Call 911, if needed.

❑ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

❑ Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.

❑ Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).

❑ Provide each teacher with information about students in his/her group having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

    a. **Act immediately** if you or your students:
        - hear a sound that <u>might be</u> gunfire.
        - see something that <u>looks like</u> a weapon being carried or used on or near the campus.
        - sense any other indication of active shooter / armed assailant threat.
    b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
    c. **Be decisive.** Communicate your plan to your students and act quickly.
    d. **Call 911 and the School Office** as soon as it is safe to do so.

2. **Options: *Run, Hide or Fight***

    a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
        - Do <u>not</u> evacuate unless you…
            o know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
            o **and** can visualize a route that will get your students and yourself safely off campus.
        - Don't carry anything with you.
            o Police may mistake an item in your hands as a weapon.
            o Leave everything behind.

- If you encounter people along the way…
  - <u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.
  - <u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call <u>(insert phone #)</u> to report your location and obtain instructions.

b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
  - Lock the doors
  - Close and lock windows and close blinds or cover windows;
  - Turn off lights;
  - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
  - Silence all electronic devices;
  - Remain silent;
  - Position occupants spread out and out of line of site from room entrance.
  - Prepare to take action if the assailant attempts to get in the room;
  - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
  - Call 911 as soon as it is safe to do so.
  - Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

  - If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - Construct a strong barricade.
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room.
      a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
  - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

   a. Provide as much information as possible (slow down – be calm):
      - State the emergency: "I hear gunfire." "I saw..."
        o Give information on people who are wounded.
      - Location of the assailant (if known):
      - Description of the assailant (if known):
      - Your precise location: "room __"
      - The number of children with you:
   b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

   a. <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

      - *Run* – If you encounter injured persons while you are trying to get out of danger…
        o And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

      - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
        o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

      - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
        o If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
        o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

   b. <u>Law Enforcement</u>: If you encounter law enforcement officers…
      - Immediately raise your hands in the air and display your open palms.
      - Don't run up to officers or attempt to hug or talk to them.
      - Don't talk unless they ask you a question.
      - Do exactly what they tell you to do.

c. <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. <u>Ongoing Communication</u>: (School staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. <u>School Activities</u>: (School must also plan for and train all site staff involved with student activities and extracurricular programs.)

SITE LEADER ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
  - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
    - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the Principal office after you call 911.
- If possible assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

SCHOOL STAFF ACTIONS
- **Emergency Operations Center (EOC)**
  - Activate the Schools's Emergency Operations Center
  - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

- **Offsite Reunification**
  - The Operations Section should prepare an off-site evacuation site for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room by room basis.

- Buses should be placed on standby for evacuation.
- Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
  - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
  - This team will also provide ongoing support throughout the recovery phase of the emergency response.
  - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
  - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

EMERGENCY RESPONSE   ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

❑ If imminent risk, call 911.

❑ Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).

❑ Notify principal.

❑ Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).

❑ If an insect sting, remove stinger immediately.

❑ Assess situation and help student/staff member to be comfortable.

❑ Move student or adult only for safety reasons.

SITE LEADER ACTIONS:

❑ If imminent risk, call 911 (always call 911 if using "Epi" pen).

❑ Notify parent or guardian.

❑ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.

❑ Observe for respiratory difficulty.

❑ Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

❑ Keep an "Epi" pen in the school office and notify staff as to location.

❑ Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

❏   Provide bus drivers with information sheets for all known acute allergic reactors.

EMERGENCY RESPONSE   BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials.   A biological agent can be introduced through:

- postal mail, via a contaminated letter or package

- a building's ventilation system

- a small explosive device to help it become airborne

- a contaminated item such as a backpack, book bag, or other parcel left unattended

- the food supply

- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

❑ Notify principal.

❑ Move students away from immediate vicinity of danger (if outside, implement Take Cover).

❑ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.

❑ Follow standard student assembly, accounting and reporting procedures.

SITE LEADER ACTIONS:

❑ Initiate SHELTER IN PLACE.

❑ Shut off HVAC units.

❑ Move to central location where windows and doors can be sealed with duct tape.

- ❑ Call 911. Provide location and nature of the emergency and school actions taken.
- ❑ Notify Superintendent of the situation.
- ❑ Turn on a battery-powered commercial radio and listen for instructions.
- ❑ Complete the Biological and Chemical Release Response Checklist
- ❑ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ❑ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- ❑ Notify principal or site administrator.
- ❑ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ❑ Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- ❑ Follow standard student assembly, accounting and reporting procedures.
- ❑ Prepare a list of those who are in the affected area to provide to emergency response personnel.

SITE LEADER ADMINISTRATOR ACTIONS:

- ❑ Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- ❑ Move up-wind from the potential danger.
- ❑ Call 911. Provide exact location and nature of emergency.
- ❑ Designate security team to isolate and restrict access to potentially contaminated areas.
- ❑ Wait for instructions from emergency responders-- Health or Fire Department.
- ❑ Notify Superintendent of the situation.
- ❑ Arrange for immediate psychological counseling for students and staff.
- ❑ Complete the Biological and Chemical Release Response Checklist
- ❑ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ❑ Wash affected areas with soap and water.

- ❑ Immediately remove and contain contaminated clothing

- ❑ Do not use bleach on potentially exposed skins.

- ❑ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE   BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- ❑ Listen. Do not interrupt caller.

- ❑ Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"

- ❑ Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.

- ❑ Notify site administrator immediately after completing the call.

- ❑ Complete the Bomb Threat Checklist.

> **Telephone Bomb Threats**
> - Remain calm/courteous.
> - Read phone's visual display.
> - Listen, don't interrupt.
> - Keep caller talking. Pretend hearing difficulty.
> - Notice details: background noises, voice description.
> - Ask: When? Where? What? How?
> - Don't touch any suspicious objects.
> **Call 911**

PERSON RECEIVING THREAT BY MAIL:

- ❑ Note the manner in which the threat was delivered, where it was found and who found it.

- ❑ Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.

- ❑ Caution students against picking up or touching any strange objects or packages.

- ❑ Notify principal or site administrator.

SITE LEADER ADMINISTATOR ACTIONS:

- ❑ Call 911.

- ❑ If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

- ❑ Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

- ❑ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

- ❑ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.

- ❑ If it is necessary to evacuate the entire school, use the fire alarm.

- ❑ Notify the Superintendent of the situation.

- ❑ Direct a search team to look for suspicious packages, boxes or foreign objects.

- ❑ Do not return to the school building until it has been inspected and determined safe by proper authorities.

- ❑ Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- ❑ Use a systematic, rapid and thorough approach to search the building and surrounding areas.

- ❑ Check rooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

- ❑ If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- ❑ Evacuate students as quickly as possible, using primary or alternate routes.

- ❑ Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.

- ❑ Do not return to the building until emergency response officials determine it is safe.

EMERGENCY RESPONSE   BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:
http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

Copies should be available at all stations where incoming calls are received. The checklist
should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)
- **Follow your local guidelines**
- **Federal Protective Service (FPS) Police** **1-877-4-FPS-411 (1-877-437-7411)**
- **911**

BOMB THREAT CHECKLIST

Date:		Time:	

Time Caller Hung Up:		Phone Number Where Call Received:	

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb?   Yes   No
- Why?
- What is your name?

Exact Words of Threat:

_____
_____
_____
_____

Information About Caller:

- Where is the caller located? (Background and level of noise)

- Estimated age:
- Is voice familiar? If so, who does it sound like?

- Other points:

Caller's Voice	Background Sounds:	Threat Language:
❑ Accent	❑ Animal Noises	❑ Incoherent
❑ Angry	❑ House Noises	❑ Message read
❑ Calm	❑ Kitchen Noises	❑ Taped
❑ Clearing throat	❑ Street Noises	❑ Irrational
❑ Coughing	❑ Booth	❑ Profane
❑ Cracking voice	❑ PA system	❑ Well-spoken
❑ Crying	❑ Conversation	
❑ Deep	❑ Music	
❑ Deep breathing	❑ Motor	
❑ Disguised	❑ Clear	
❑ Distinct	❑ Static	
❑ Excited	❑ Office machinery	
❑ **Female**	❑ Factory machinery	
❑ Laughter	❑ Local	
❑ Lisp	❑ Long distance	
❑ Loud		
❑ **Male**	**Other Information:**	
❑ Nasal		
❑ Normal		
❑ Ragged		
❑ Rapid		
❑ Raspy		
❑ Slow		
❑ Slurred		
❑ Soft		
❑ Stutter		

Homeland Security

EMERGENCY RESPONSE   CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- ☐ Alert others in immediate area to leave the area.
- ☐ Close doors and restrict access to affected area.
- ☐ Notify principal/site administrator.
- ☐ DO NOT eat or drink anything or apply cosmetics.

SITE LEADER ADMINISTRATOR ACTIONS:

- ☐ Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released
  - Characteristics of spill (color, smell, visible gases)
  - Name of substance, if known
  - Injuries, if any
- ☐ Notify Maintenance/Building and Grounds Manager.
- ☐ Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- ☐ Post a notice on the school office door stating location of alternate school site.
- ☐ Notify Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- ☐ If **SHELTER-IN-PLACE,** close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- ☐ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.

- ☐ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.

- ☐ Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

EMERGENCY RESPONSE   CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- ☐ Alert others in immediate area to leave the area.

- ☐ Close windows and doors and restrict access to affected area.

- ☐ Notify principal/site administrator.

- ☐ DO NOT eat or drink anything or apply cosmetics.

SITE LEADER ADMINISTRATOR ACTIONS:

- ☐ Notify Fire Department and the Department of Public Health. Provide the following information:

  - ▪ School name and address, including nearest cross street(s)
  - ▪ Location of the spill and/or materials released; name of substance, if known
  - ▪ Characteristics of spill (color, smell, visible gases)
  - ▪ Injuries, if any
  - ▪ Your name and telephone number

- ☐ Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.

- ☐ If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.

- ☐ Post a notice on the school office door stating location of alternate school site.

- ☐ Notify Superintendent of school status and location of alternate site.

☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

☐ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.

☐ Upon arrival at evacuation site, take attendance. Notify site leader of any missing students.

☐ Upon arrival at evacuation site, take roll and report attendance to the site leader immediately. Notify emergency response personnel of any missing students.

☐ Do not return to the building until emergency response personnel have determined it is safe.

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall.   All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

SITE LEADER ADMINISTRATOR ACTIONS:

☐ Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

☐ Send search and rescue team to look for trapped students and staff.

☐ Post guards a safe distance away from building entrances to assure no one re-enters.

☐ Notify Office of school and personnel status. Determine who will inform public information media as appropriate.

☐ Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

☐ Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

☐ Check for injuries, and render First Aid.

☐ After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.

☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

☐ Stay alert for aftershocks

☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

☐ After shaking stops, check for injuries, and render first aid.

☐ Check attendance. Report any missing students to principal/site administrator.

☐ Stay alert for aftershocks.

☐ Keep a safe distance from any downed power lines

☐ Do NOT re-enter building until it is determined to be safe.

☐ Follow instructions of principal/site administrator.

During non-school hours

SITE LEADER ADMINISTRATOR ACTIONS:

☐ Inspect buildings to assess damage and determine corrective actions.

☐ Confer with the business office if damage is apparent to determine the advisability of closing the school.

☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.

- If school must be closed, notify staff members, students and parents.

  Arrange for alternative learning arrangement such as portable rooms if damage is significant and school closing will be of some duration.

- Notify the Superintendent, who will inform public information media as appropriate.

EMERGENCY RESPONSE   EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SITE LEADER ADMINISTRATOR ACTIONS:

☐ Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.

☐ Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.

☐ Secure area to prevent unauthorized access until the Fire Department arrives.

☐ Advise the Superintendent of school status.

☐ Notify emergency response personnel of any missing students.

☐ Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.

☐ Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check rooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

☐ Determine if Student Release should be implemented. If so, notify staff, students and parents.

☐ If damage requires the school to be closed, notify parents and staff of school status and alternate site for room instruction. Do not return to he school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

☐ Initiate **DROP, COVER AND HOLD ON**.

☐ If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.

☐ Check to be sure all students have left the school site. Remain with students throughout evacuation process.

- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.

- Render first aid as necessary.

- Do not return to the building until the emergency response personnel determine it is safe to do so.

- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE   FIRE (offsite)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff.   Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SITE LEADER ADMINISTRATOR ACTIONS:

☐ Determine if **EVACUATION** of school site is necessary.

☐ Contact local fire department (call 911) to determine the correct action for your school site.

☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.

☐ Direct inspection of premises to assure that all students and personnel

have left the building.

☐ Notify the school where the school has relocated and post a notice on the office door stating the temporary new location.

☐ Monitor radio station for information.

☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.

☐ Stay calm. Maintain control of the students a safe distance from the fire

and firefighting equipment.

☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.

☐ Remain with students until the building has been inspected and it has been determined safe to return to.

EMERGENCY RESPONSE   FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire.   All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

SITE LEADER ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement **EVACUATION** of the building.

- ☐ Immediately **EVACUATE** the school using the primary or alternate fire routes.

- ☐ Notify the Fire Department (call 911).

- ☐ Direct search and rescue team to be sure all students and personnel have left the building.

- ☐ Ensure that access roads are kept open for emergency vehicles.

- ☐ Notify Office of situation.

- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.

- ☐ If needed, notify bus dispatch for **OFF-SITE EVACUATION**.

- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.

- ☐ Take attendance. Report missing students to the site leaderl/designee and emergency response personnel.

- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

SITE LEADER ADMINIISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.

- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

EMERGENCY RESPONSE   FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise.   Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SITE LEADER ADMINISTRATOR ACTIONS:

☐   Issue **STAND BY** instruction. Determine if evacuation is required.

☐   Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.

☐   Delegate a search team to assure that all students have been evacuated.

☐   Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.

☐   Post a notice on the office door stating where the school has relocated and inform the Office.

☐   Monitor AM radio weather station _____ for flood information.

☐   Notify Superintendent of school status and action taken.

☐   Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

☐   If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits.   Take attendance before leaving the campus.

☐   Remain with students throughout the evacuation process.

☐   Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.

☐   Do not return to school building until it has been inspected and determined safe by property authorities.

DRIVER ACTIONS:

☐   If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

EMERGENCY RESPONSE   GAS ODOR / LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

☐ Notify principal.

☐ Move students from immediate vicinity of danger.

☐ Do not turn on any electrical devices such as lights, computers, fans, etc.

☐ If odor is severe, leave the area immediately.

☐ If the building is evacuated, take student attendance and report any missing students to Site Leader.

SITE LEADER ACTIONS:

☐ If gas leak is internal, evacuate the building immediately.

☐ Call 911.

☐ Notify utility company.

☐ Determine whether to move to alternate building location.

☐ If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.

☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE   HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented.   Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

SITE LEADER ACTIONS:

- Call 911, if necessary.

- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.

- Initiate **EVACUATION.**   Any toxic cloud that can affect students in their rooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.

- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.

- If time is available, initiate **Off Site Evacuation,** which may include the use of busses. Move students and staff away from the path of the hazardous materials.

- Notify Superintendent.

- Wait for instructions from emergency responders-- Health or Fire Department.

- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.

- Upon return to location, ensure that all rooms are adequately aired.

TEACHER ACTIONS:

- Follow standard student assembly, accounting and reporting procedures.

- Report names of missing students to office.

- Do not take unsafe actions such as returning to the building before it has been declared safe.

EMERGENCY RESPONSE   HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

☐   Call 911. Provide all known essential details of the situation:

- ▪ Number of hostage takers and description
- ▪ Type of weapons being used
- ▪ Number and names of hostages
- ▪ Any demands or instructions the hostage taker has given
- ▪ Description of the area

☐   Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.

☐   Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.

☐   Secure exterior doors from outside access.

☐   When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

☐   Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

☐   Identify media staging area, if appropriate. Implement a hotline for parents.

☐   Account for students as they are evacuated.

☐   Provide recovery counseling for students and staff.

STAFF ACTIONS:

☐   If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.

☐   Alert the principal/site administrator.

☐   Account for all students.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office.   Failure to do so may constitute a misdemeanor.**
>
> **--** *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

SITE LEADER ACTIONS:

☐   Initiate **LOCKDOWN**.

☐   Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property.   Listen to the intruder. Give him or her an opportunity to vent.   Attempt to be helpful. When talking to the intruder, use phrases such as:

> *"What can we do to make this better?'*
>
> *"I understand the problem, and I am concerned."*
>
> *"We need to work together on this problem."*

☐   As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.

☐   Keep subject in view until police or law enforcement arrives.

☐   Take measures to keep subject away from students and building.

☐   Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.

☐   When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.

☐   Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

☐   Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

☐ Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

☐ Isolate intruder from students. Lock room and office doors. Close blinds and stay clear of windows and panes of glass.   Remain inside rooms until the **ALL CLEAR** instruction is announced.

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual.   When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

SITE LEADER ACTIONS:

- ☐ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:

  - ▪ School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - ▪ Exact location within the building
  - ▪ Nature of the emergency and how it occurred
  - ▪ Approximate age of injured person
  - ▪ Caller's name and phone number

  Do not hang up until advised to do so by dispatcher.

> **Universal Precautions when Treating a Medical Emergency**
>
> - ▪ Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
> - ▪ Wash hands thoroughly after providing care.

- ☐ Assign staff member to meet rescue service and show medical responder where the injured person is.

- ☐ Assemble emergency care and contact information of victim

- ☐ Monitor medical status of victim, even if he or she is transported to the hospital.

- ☐ Assign a staff member to remain with individual, even if he or she is

  transported to the hospital.

- ☐ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.

- ☐ Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.

- ☐ Notify Principal/Site Administrator.

- ☐ Stay calm. Keep individual warm with a coat or blanket.

- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.

- ☐ Do not give the individual anything to eat or drink.

EMERGENCY RESPONSE   PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

SITE LEADER ACTIONS:

☐   Activate heightened surveillance of illness within school site.   Gather data on symptoms of students and staff who are sick at home.

☐   Insure that students and staff members who are ill stay home.

☐   Send sick students and staff home from school immediately.

☐   Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette

☐   Monitor bulletins and alerts from the Department of Health and Human Services.

☐   Keep staff informed of developing issues.

☐   Assist the Department of Health and Human Services in monitoring outbreaks.

☐   Respond to media inquiries regarding school attendance status.

☐   Implement online education, if necessary, so that students can stay home.

☐   Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

☐   Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).

☐   Practice "respiratory hygiene etiquette".

☐   Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).

☐   Implement online homework assignments so that students can stay home.

> **Respiratory Hygiene Etiquette**
> - Cover your cough and sneeze with a tissue
> - Wash hands with soap and water or a waterless hand hygiene product
> - Place used tissues into a sealed bag

EMERGENCY RESPONSE   Severe Weather

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

SITE LEADER ADMINISTRATOR ACTIONS:

☐   Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.

☐   Report to site by 6 a.m. to check for power outages, flooding, etc.

☐   Determine whether school will be closed or remain open.

☐   Notify superintendent of school status.

☐   Assign staff to activate staff and parent phone trees

☐   Post school status on school website.

☐   Notify utility companies of any break or suspected break in utility lines.

☐   Take appropriate action to safeguard school property.

☐   Upon passage of the storm, return to normal routine.

Windstorm

SITE LEADER ADMINISTRATOR ACTIONS:

- ☐ Monitor weather forecasts to determine onset of storm conditions that may affect school operations

- ☐ Notify utility companies of any break or suspected break in utility lines.

- ☐ Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the room.

- ☐ Take appropriate action to safeguard school property.

- ☐ Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- ☐ Evacuate any rooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.

- ☐ Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.

- ☐ Take attendance. Report any missing students to principal/site administrator.

- ☐ Close all blinds and curtains.

- ☐ Avoid auditoriums, gymnasiums and other structures with large roof spans.
- ☐ Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

EMERGENCY RESPONSE   SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- No return address
- Restrictive markings, e.g., "Personal"
- Excessive postage
- Handwritten or poorly-typed addresses
- Excessive masking tape, string
- Titles but no names
- Oily stains or discoloration
- Misspelling of common names
- Protruding wires or tin foil
- Excessive weight, unevenly distributed
- Rigid envelope

SITE LEADER ACTIONS:

☐ Call 911.

☐ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.

☐ Prevent others from coming into the area.

☐ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.

☐ If powder spills out, shut the ventilation system, heating system, or air

☐ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.

☐ Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

☐ Do not open package. Do not pass it around to show it to other people.

☐ Do not bend, squeeze, shake or drop package.

☐ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.

☐ Leave the room promptly and prevent anyone from entering.

☐ Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

☐ Do not sniff, touch, taste, or look closely at the spilled contents.

☐ Do *not* clean up the powder.

☐ Put the package on a stable surface.

☐ Leave the room promptly and prevent anyone from entering.

☐ Wash hands thoroughly with soap and water.

☐ Notify principal or Site Administrator.

EMERGENCY RESPONSE   THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

SITE LEADER ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  1) Is the individual moving towards violent action?
  2) Is there evidence to suggest movement from thought to action?
     - High violence potential qualifies for arrest or hospitalization.
     - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

- Notify police (dial 911), if the safety of students or staff is endangered.   Provide exact location and nature of incident and school response actions.

- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner.   If an immediate threat is not clearly evident, attempt to diffuse the situation.

- If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.

- Facilitate a meeting with student(s) and family to review expectations.

- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- If any students are outside, move them inside the building or away from the site of the threat/assault.   If unable to do so, have students lie down and cover their heads. Keep students calm.

- Inside the room, institute **LOCKDOWN**. Close all curtains and blinds.

◻ Disconnect the school television system in rooms so the individual cannot view news coverage and see locations of police/students/etc.

◻ Remain with students until **ALL CLEAR** is given.